

# School Travel Plan

## Safe Routes to School Program

**Town of Poultney  
9 Main Street, Suite 1  
Poultney, Vermont 05764**

**August 2009  
Amended April 23, 2010**



## **Background Information on the Safe Routes to School Program**

The Safe Routes to School (SR2S) concept is relatively new, beginning in the 1970s in Denmark over concern for the safety of children walking and bicycling to school. It spread to the United States in 1997 with two programs, and has grown to a national program funded by the US Department of Transportation in all 50 states. The primary goal of the program is to increase the number of children walking and biking to and from school.

Since 1969 the percentage of students walking or bicycling to school has declined from about 50 percent to fewer than 15 percent. One quarter of the students arrive via a school bus, and over half of all children arrive at school in private automobiles.

This decline in walking and bicycling has had an adverse effect on traffic congestion and air quality around schools, as well as pedestrian and bicycle safety. In addition, a growing body of evidence has shown that children who lead sedentary lifestyles are at risk for a variety of health problems such as obesity, diabetes, and cardiovascular disease. Safety issues are a big concern for parents, who consistently cite traffic danger as a reason why their children are unable to bicycle or walk to school.

The purpose of the federal SR2S program is to address these issues. At its heart, the SR2S program empowers communities to make walking and bicycling to school a safe and routine activity once again. The program makes funding available for a wide variety of programs and projects utilizing a comprehensive approach referred to as the *Five E's*: Education, Encouragement, Enforcement, Engineering and Evaluation.

The SR2S program has four goals:

1. Increase the number of students who walk or bicycle to school.
2. Identify, document and seek to overcome the barriers, both physical and cultural, that are keeping more students from walking and bicycling to school.
3. Raise public awareness of the conditions that school-age children face when they walk or bicycle to school.
4. Help communities identify and make improvements to community infrastructure, such as sidewalks, crosswalks, intersections, bike paths and bike lanes, which will eliminate barriers to bicycling and walking.

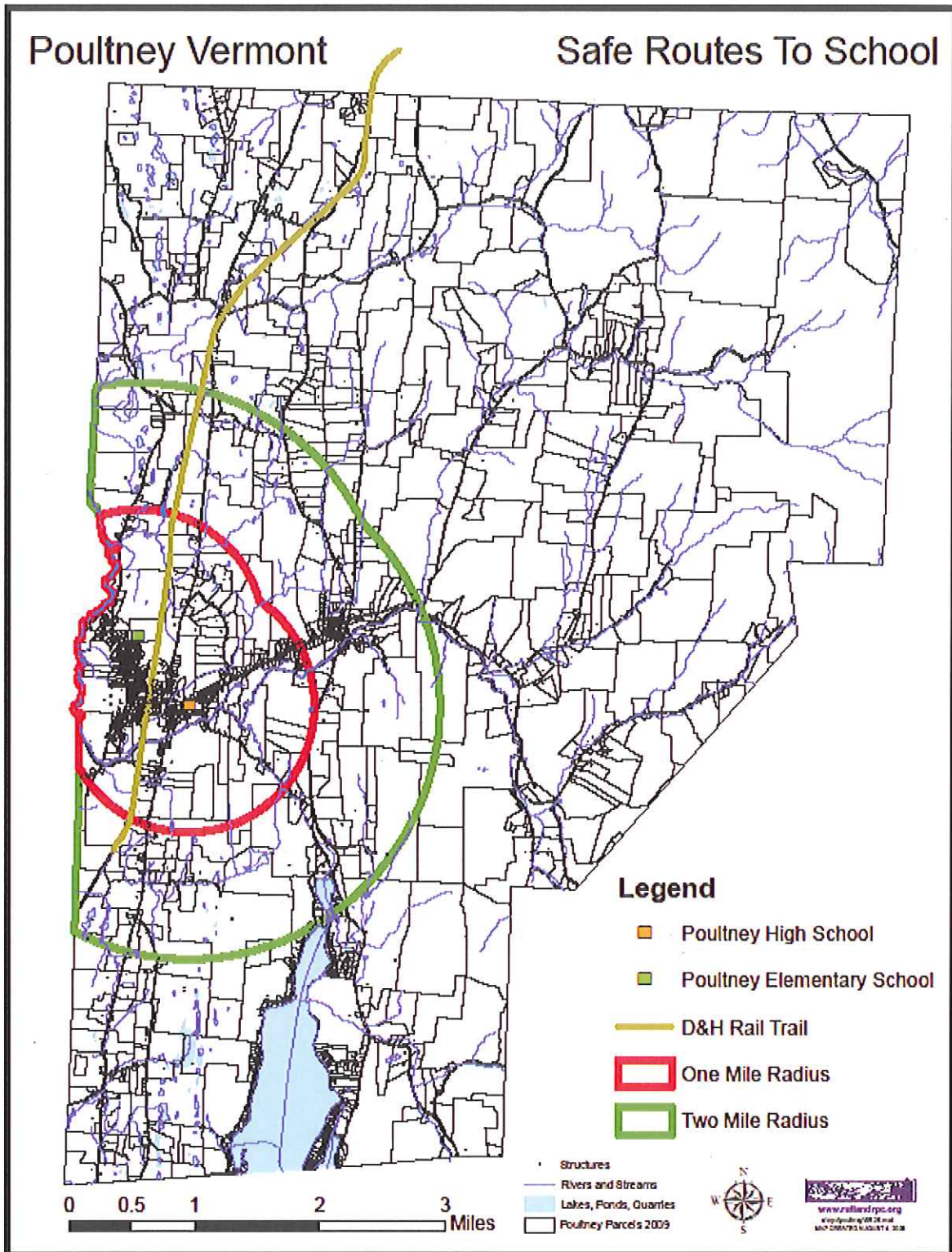
In 2008, the Town of Poultney applied for and was awarded a one-year SR2S Phase I grant for \$17,100 from the Vermont Agency of Transportation to implement a one-year grant aimed at grades K-8 in Poultney Elementary School and Poultney High School. These funds are to be used to educate students in safe walking and biking practices and for supplies and services that encourage walking and biking to school and to education students in safe walking and biking practices.

The Phase I grant had four major requirements. These four requirements and the activities conducted by the Poultney SR2S program are detailed below.

1. Development of a School Travel Plan
  - This document was developed to address this required element.
2. Before and after Surveys of students and parents
  - The Student Arrival and Departure Tally Sheets were administered at Poultney Elementary School in October 2008 and at the middle school grades (grades 7 and 8) at Poultney High School in November.
  - In October parent surveys were sent to 205 parents of students at both schools. A total of 65 survey forms were returned, representing a 32% return rate.
  - BikeSmart pre test and post test questionnaires (102 pre tests, 101 post tests and 93 matched pairs) were administered to children receiving the BikeSmart curriculum in May 2009 and mailed to the Center for Health and Learning.
  - In June 2009 The Student Arrival and Departure Tally Sheets were administered at Poultney Elementary School and Poultney High School (grades 7 and 8).
  - In June parent surveys were sent to parents of students at both schools. A total of 12 were returned – 10 from the middle school and 2 from the elementary school.
3. Identification of a pedestrian/bicycle safety educator
  - The SR2S grant identified Jenny Nixon Carter of the Rutland Area Physical Activity Coalition (RAPAC) as a safety educator trained in the Vermont SR2S program.
  - In November 2008 Jenny Nixon Carter made five one-half hour presentations about walking safety from the WalkSmart Curriculum to 84 children in grades K to 2.
  - In May 2009, Jenny Nixon Carter made seven one-half hour presentations about bike safety from the BikeSmart curriculum to 101 children in grades 3 to 6.
4. Conduct of two events per year that encourage student walking and bicycling to school.
  - In February, SR2S assisted the PTO at the elementary school with a snowshoe walk that involved parents and students.
  - In April 2009 SR2S introduced a *Frequent Walker/Biker Card* at the elementary school as an incentive to walk or bike to school. After five checks, a student earned a healthy snack.
  - In April and May SR2S held six *Walking Wednesdays*. These were group walks with students, teachers and parents from the center of Poultney to the elementary school.
  - In May SR2S conducted a *Bike Rodeo* for students at the elementary school with the assistance of RAPAC, the PTO, the Poultney Rotary Club and community members. The bike rodeo offered free helmets and helmet fitting, free bike maintenance checks and four bicycle skills stations.
  - In June SR2S sponsored an *After School Bike Ride* at the elementary school that involved parents and students.
  - During the summer, SR2S worked with the Poultney Department of Recreation to offer nine bike courses to students as part of the 2009 summer recreation program.

The grant application for Phase II, the infrastructure phase, is due in fall 2009.

**Figure 1**  
**Overall Map of Poultney and School Locations**



### **Information on the Town of Poultney**

Poultney has a population of 3,600 and is located on the Vermont-New York border in southwestern Vermont. The population center is the Village of Poultney, a designated downtown area. The Village has a population of 1,800 and contains the two schools in which the SR2S program is based. (See Figure 1, previous page.)

Figure 2 on the next page shows that most streets in the Village have sidewalks on at least one side of the street. The D&H Rail Trail, sited on an abandoned railroad right-of-way, runs north and south through the center of the Village. In 2007 the town constructed a 1½ mile sidewalk along East Main Street that leads east from the high school to East Poultney.

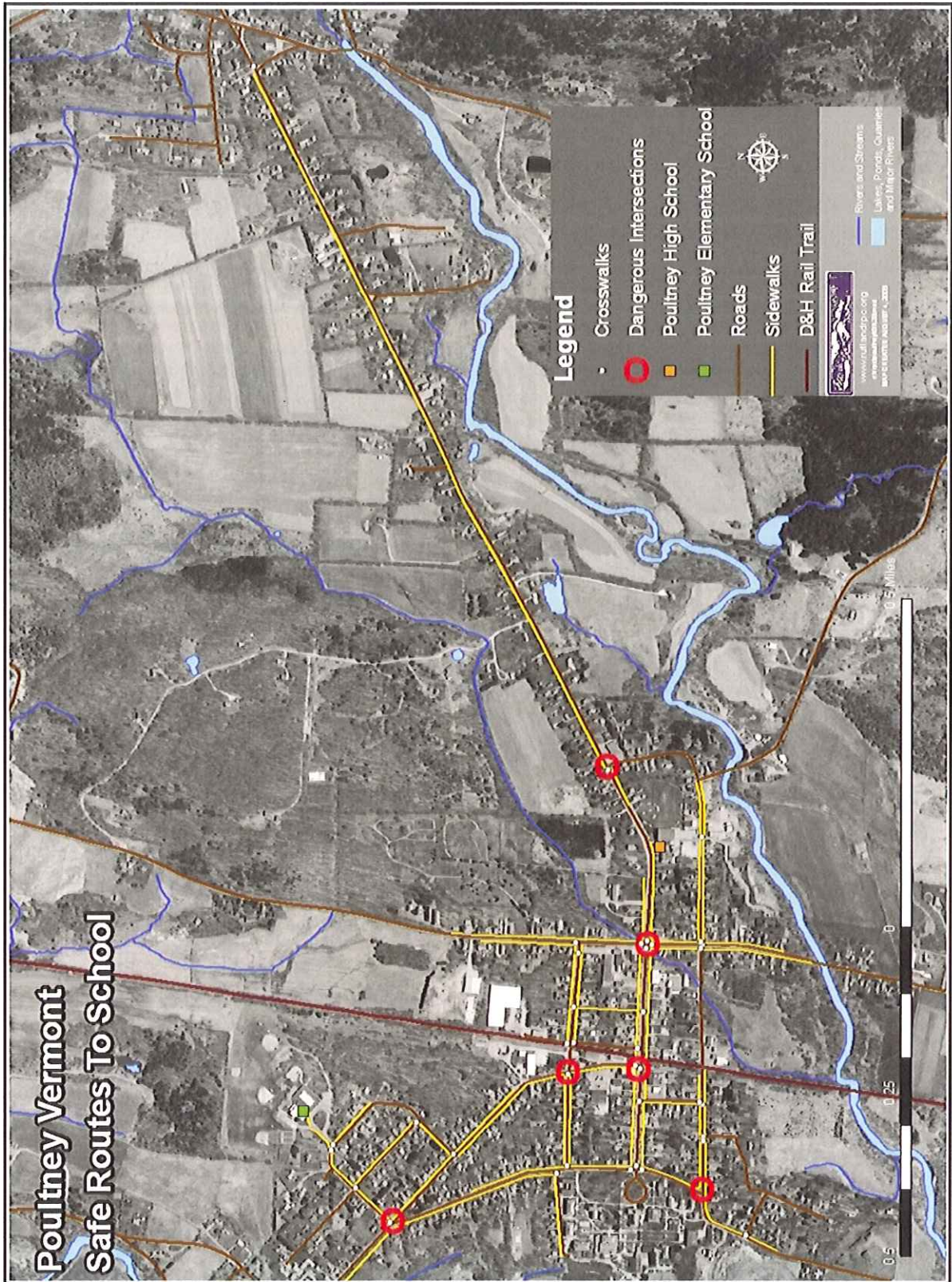
### **Information on Poultney Elementary School**

Poultney Elementary School educates Poultney students in grades kindergarten through six. Enrollment for the 2008/2009 school year was 197 students and 193 for the 2009/10 school year. Roads leading into the elementary school are neighborhood streets, many with sidewalks. The distance between the center of Poultney and the elementary school, approximately three-quarters of a mile, provides an easy walk or bike ride for students who can utilize the large network of sidewalks and crosswalks in the Downtown. The school sits adjacent to the D&H Rail Trail. The area in front of the elementary school becomes very congested at the beginning and end of the school day because of the large number of parents dropping off and picking up their children by automobile.

### **Information on Poultney Middle School**

Poultney High School serves grades seven through twelve and had 250 students enrolled for the 2008/2009 school year. Of these students, 47 were from surrounding towns, including Middletown Springs, Wells, Pawlet and Castleton. Seventy-eight students were enrolled in grades seven and eight. In the 2009/10 school year there were 77 students enrolled in the 7<sup>th</sup> and 8<sup>th</sup> grades. Walking and bicycling to the high school pose more difficulties than are found in and around the elementary school. The school is located on VT 140, in a denser section of Poultney village, with more traffic and busier intersections than those found near the elementary school. A good network of sidewalks leads in all directions from the high school, although the sidewalk to the east on East Main Street ends in a parking lot, forcing students to walk in the street for 50 yards. The excessive speed of motorists past the high school is a common problem.

**Figure 2**  
**Poultney Streets, Sidewalks and Crosswalks**



## **I. Individuals and agencies involved in the Poultney SR2S program**

The following people are devoting their time, knowledge and expertise to the Poultney Safe Routes to School effort:

### *Safe Routes to School Team*

Chuck Helfer, SR2S Coordinator  
Dawn Sarli, Challenge Teacher for PES and PHS  
Kristen Caliguiri, PES Principal  
Rick Lyons, PES physical education teacher  
Joe Debonis, PHS Dean of Students  
Michele Harmon, PHS  
Maureen Capman, PHS Health teacher  
Chuck Domenie, Green Mountain College K-12 Coordinator  
Jonas Rosenthal, Poultney Town Manager  
Jaime Lee, Poultney Town Assistant and SR2S Assistant

### *Rutland Regional Planning Commission*

Susan Schreibman, Senior Planner  
Sara Gilbert, Planner

### *Rutland Area Physical Activity Council*

Jenny Nixon-Carter, Director

### *Poultney High School PTO*

Tammy Petty

### *Poultney Elementary School PTO*

Marsha Gadway  
Wendy Herrick  
Maureen Kahil-Brown

## II. Assessment of current levels of walking and biking

### Method of Assessment

Two surveys, the *Student Arrival and Departure Tally Sheet* and the *Parent Survey about Walking and Biking to School* were used to assess the current level of walking and biking to school as well as identify impediments. Both surveys were developed by the National SR2S program for this purpose.

In addition, several members of the SR2S team spent time observing student arrivals and departures at both schools. Team members interviewed staff and teachers from both schools as well as parents and residents.

### Results:

The *Student Arrival and Departure Tally Sheets* were administered by teachers and school staff for all students in grades K - 8 during November 2008. Parent surveys were sent home to all 204 parents of students in grades K - 8 in November 2008. Sixty-five parents returned surveys: 41 for parents of elementary school students, 24 for parents of middle school students. This represented a 32% return rate from the parents.

**Figure 3**  
**How Students Get to School**

Method of Travel	Grades K-6	Grades 7 & 8
Walk	8.6%	23.5%
Bike	0.1%	0.0%
School Bus	49.0%	42.1%
Family Vehicle	41.6%	24.9%
Carpool	0.7%	9.5%
Transit	0.0%	0.0%
Other	0.0%	0.0%

Source: Student Arrival and Departure Tally Sheets

Figure 3 shows the results of the arrival and departure tally sheets for the elementary school (grades K to 6) and the middle school (grades 7 and 8). The figure shows that 8.7% of the elementary school students and 23.5% of the middle school students walked or biked to school the week the tally sheets were administered. This averages to 12.1% of all the students walking or biking to school.

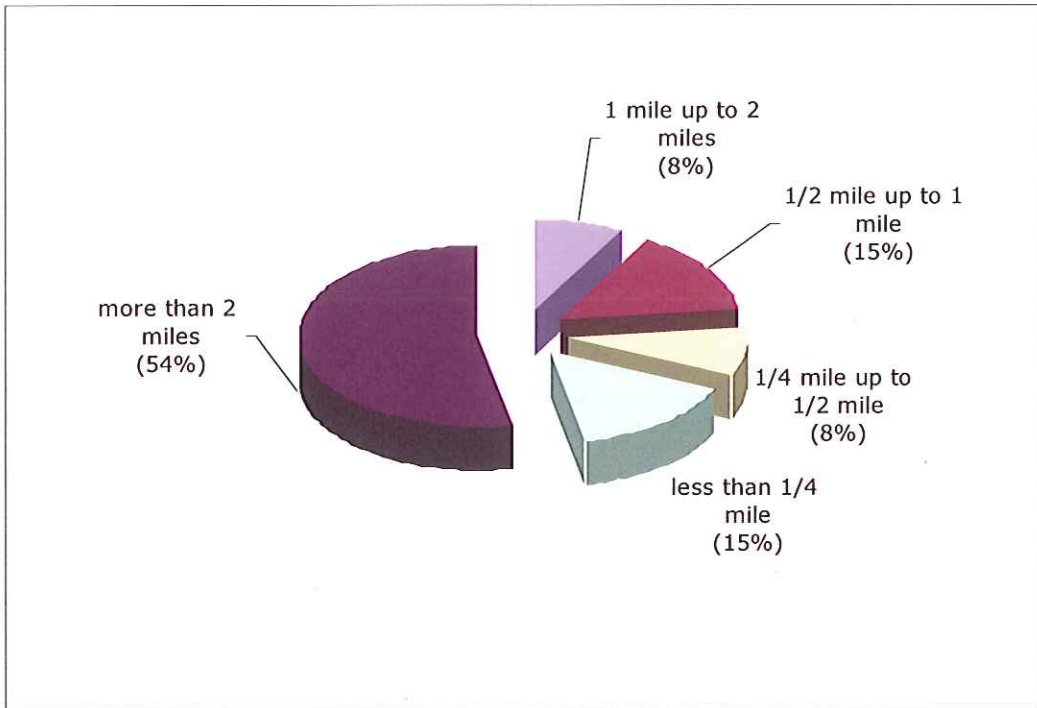
Figure 4 shows the distances parents said they lived from school. Fifty-four percent of the parents answering the parent survey lived two or more miles away from school, with 46% of the parents within two miles.

The left side of Figure 5 shows how parents said their children got to school on the parent's survey. According to the results from all 65 parents, 12% of the children walked or biked to

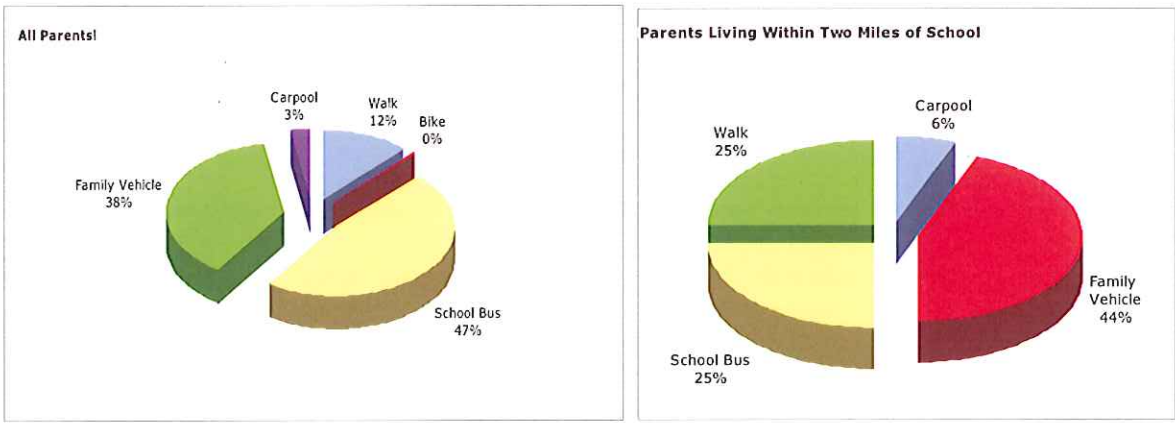


school. This result agrees with the results of the tally sheets. However, fifty-four percent of the parents answering the parent survey lived two or more miles away from school, and their children were unlikely to walk or bike due to distance. If we examine the responses of those parents living within two miles (right side of Figure 5), we find that 25% of the parents say their children walk or bike to school.

**Figure 4**  
**Distance From School – All Parents**  
**(Parent’s Survey)**



**Figure 5**  
**How Students Get to School**  
**(Parent’s Survey)**



### III. Identification of Barriers to Walking and Bicycling that Students Face

Figure 6 displays the top five barriers to walking and biking to Poultney schools, as identified by parents responding to the parent survey. The table shows the results from all 65 parents as well as the 30 who lived two miles or less from school.

**Figure 6**  
**Top Five Barriers to Walking and Biking to School**

Rank	All Parents	Parents two miles or less from school
1.	Distance (65%)	Weather or climate (59%)
2.	Traffic speed (65%)	Intersection safety (56%)
3.	Weather or climate (55%)	Traffic speed (53%)
4.	Traffic volume (50%)	Traffic volume (50%)
5.	Intersection safety (41%)	Sidewalks and pathways (44%)

Source: Parent's Survey

The two lists are similar but have several key differences. The "all parents" group listed distance as the top barrier while "parents two miles or less from school" did not mention it as a top barrier.

The area funded by the SR2S grant is a two-mile radius around each Poultney school. Therefore the discussion of steps to remove barriers to walking and bicycling will focus on the barriers mentioned on the second list, those living within two miles of the school.

As mentioned in the earlier section, the rates for walking to school were 12% for all students and 25% of students who lived within two miles of their school walked to school according to the parent survey conducted in Fall 2008. These rates are higher for middle school students and lower for elementary school students.

### IV. Outline of Steps to Overcome the Top Five Barriers to Walking and Biking to and from School\*

This discussion concerns the elimination of barriers for the top five reasons listed by those parents living within two miles of the school.

#### #1 Barrier: Weather or Climate

The top barrier identified was *weather or climate*. Weather is a key factor that affects walking and bicycling rates in Vermont, especially during the long winter season. However, this is a barrier that is far outside the scope of the Safe Routes to School program to improve or remove.

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\* Refer to Figure 2 on page 6.

## **#2 Barrier: Intersection Safety**

Intersection safety was a concern mentioned by 56% of parents living with two miles of the school. This barrier addresses the dual concern of driver behavior (for example, yielding to pedestrians in intersections) and intersection design, marking and signage.

The majority of drivers respect pedestrian rights in crosswalks and intersections. However, a growing number of drivers do not. While statistics about this are not available, the SR2S team has observed a sizeable number of cases where drivers did not yield to pedestrians in crosswalks. One intersection where this has been observed with regularity is in downtown Poultney at the intersection of Depot Street and Main Street. Here motorists frequently don't yield to pedestrians, or even slow down as pedestrians try to cross the street. The intersection of College Street and Main Street in front of Green Mountain College, on the other hand, is well used by pedestrians and regularly sees drivers yielding to pedestrians and being mindful of pedestrian rights.

Another concern is the marking of intersections. While the town repaints intersections on a regular basis, the paint dulls and fades quickly, leaving the crosswalks not as bright and visible as would be ideal. Signage at crosswalks and intersections are not MUTCD code compliant and inadequate.

Most Poultney intersections are well designed and lightly traveled. Several intersections come to mind in presenting problems for walkers and cyclists. One is the intersection of York Street, College Street and Wilson Street, a four-way intersection where College Street meets York Street at nearly a 60 degree angle and Wilson Street meets it at a 90 degree angle. In addition, part of the marked sidewalk/crosswalk crosses between the roadway and a parking lot in front of a business at street level without a curb barrier.

Another problem intersection is in front of the elementary school on Wilson Street, which is on a curve of Wilson Street. The crosswalk is where cars turn into and out of the school. There is currently a volunteer crossing guard at this intersection in the morning, but not the afternoon.

The busiest intersection in town is at the corner of Beaman and Main Streets near the high school. There is a traffic light at this intersection, but crosswalk markings are almost completely faded as of the date of this report, and on several occasions, motorists were observed turning in front of, and not yielding to pedestrians. Also, high school students have been observed not observing the traffic signal when crossing the intersection by foot.

### **Steps to be taken**

- Either repaint crosswalks more frequently or use a higher quality of paint that does not fade as quickly as the currently used paint does.
- Install pedestrian crosswalks signs, new stop signs and yield to pedestrian signs that meet the latest MUTCD regulations (December 2009).
- Install "Pedestrian Warning" signs at several intersections that are near the two schools.
- Install new pedestrian crossing signs near both schools.

- Install blinking lights at identified intersections or install Speed Feedback Signs.
- Increase the number of crossing guards in front of the elementary school so that the afternoon departure hours are covered.
- Increase enforcement of laws requiring motorists to yield to pedestrians at crosswalks
- Increase education of school children on protecting themselves while in intersections.
- Mount a public relations campaign to educate drivers about pedestrian rights and safety.

### **#3 Barrier: Traffic Speed**

Traffic speed was regarded to be a barrier by 56% of those parents living within two miles of the schools and 65% of all parents.

As part of the SR2S program the Rutland Regional Planning Commission installed traffic counters near Poultney Elementary School during the last two weeks of October 2008 and for one week in June 2009. The Commission found that, “the average speed on Allen Ave. and Wilson Ave. was approximately 20 mph at each location. On Wilson Ave., west of the school, the 85<sup>th</sup> percentile speed was 25 mph, which is legal, but fast given the road geometrics – a sharp curve located just beyond the counter. In addition to this issue, the Wilson Ave. sidewalk is on the opposite side of the street from the school, requiring children to cross the busy street in the mornings.”

Traffic speed is of concern in front of Poultney High School on East Main Street (VT 140) where the posted speed is 25 mph. While no traffic counters were installed, excessive traffic speed in front the school has been observed on multiple occasions. Westbound traffic often approaches from the east at speeds nearing 40 mph and does not seem to decrease speed much as it nears the school. Eastbound traffic often accelerates at the top of the hill and around a curve as it passes in front of the school entrance. Just east of the entrance sits a parking lot with limited sight lines for cars trying to back out of the lot and into traffic.

#### **Steps to be taken**

- Install new MUTCD code compliant pedestrian signs, school signs and speed limit signs near both schools.
- Install Speed Feedback Signs east and west of the Jr. / Sr. High School or flashing lights.
- Install appropriate warning and regulatory signs.
- Increase enforcement of posted speeds near both schools.
- Install speed display trailers periodically along the roadways near the schools, especially in the fall when school resumes and in the spring when walking and biking increase.
- Change the 4-way intersection of Norton Street with Wilson Street, west of the elementary school to an “all-way” stop so that traffic nearing the school from the west must stop and slow down.

### **#4 Barrier: Traffic Volume**

Traffic volume was noted as a barrier by 50% of parents living within two miles of school. Three of the roads near or leading to the high school are among the three highest volume roads in

the town: East Main Street (VT 140), Bentley Avenue (VT 30) and Furnace Street (VT 30). Two somewhat busy roads, York Street and College Street meet just south of the elementary school, and students often walk along one of these two roads. Detouring traffic around these roads would be impractical.

One area where traffic volume causes a snarl of cars and buses is the traffic circle in at the elementary school. This circle was designed over 20 years ago when fewer teachers and assistants worked at the school, and fewer parents drove their children to and from school. The two parking lots (staff parking to the left and rear of the school and front parking lot for staff, teachers and visitors) are often full during the day and overflowing during student arrival and departure. School buses and parents use the same entrance and exit to the circle. The buses often block the circle in front of the school, causing impatient parents to exit the wrong way out the circle or wait five or ten minutes until the buses move.

It is likely that traffic volume will only increase, not decrease given current population and work trends as well as car ownership and usage. The only things that will decrease the traffic volume are people driving less and students walking or biking more.

### **Steps to be taken**

- Redesign and rebuild the traffic circle at the elementary school. If possible, the number of parking spots needs to be increased and a separate roadway for buses constructed.
- Increase efforts to convince students to walk or bike to and from school and rely less on vehicles.

### **#5 Barrier: Sidewalks and Pathways**

Sidewalks and pathways were mentioned as a barrier by 44% of the parents living within two miles of the schools. While Poultney has an adequate network of sidewalks and a good rail trail that travels north and south through center of the village and adjacent to the elementary school, there are several issues with design and maintenance.

One of the greatest problems is the sidewalk on the south side of East Main Street (VT 140) just east of the high school entrance. Upon leaving the main entrance to the high school and going east, the sidewalk ends in a gravel parking lot and then picks up again at the east end of the parking lot. Pedestrians using the sidewalk must walk into the south traffic lane of East Main Street and look for cars entering or leaving the parking lot, for approximately 50 yards.

Another problem area is the sidewalk that leads from Wilson Street to the elementary school. There is a low spot in the sidewalk, and the crosswalk becomes covered with water when it rains. Students approaching the front door must cross the entrance to the staff parking lot where parents often enter and park in the afternoon when they pick up their children.

Not all the roads leading to the elementary school have sidewalks. The sidewalk running alongside Wheeler Street ends at Norton Street, forcing students to walk west along Norton

Street to Wilson Street. Sidewalks along Wheeler north of Norton are blocked by a garage sitting very close to the road on the west and a rock outcropping sitting to the east.

Several sidewalks are old, and the surfaces are broken and not smooth. Examples of these are found along York Street west of Wilson Avenue and the section of Furnace Street south of the high school.

Numerous sidewalks do not have a grass strip between them and the curbing, abutting the curbing next to the roadway. This forces young children to walk very near to the moving cars using the roadway.

A number of streets have sidewalks on one side of the street, but not both sides, sometimes forcing students to cross the street if they want to walk on a sidewalk. A good example is found on York Street west of the Supervisory Union building.

The sidewalks on some side streets are not well cleared of snow in the winter. Examples are Maple Street, and the entrance to the sidewalk at the bridge over the Poultney River on South Street.

#### **Steps to be taken**

- Redesign the parking lot on East Main Street at the Jr. / Sr. High school so that there is a continuous sidewalk that runs just south of the lot where the cars park and so that pedestrians aren't forced to walk in the roadway.
- Redesign the sidewalk that enters Poultney Elementary School so that it isn't covered by water after a rain and so children don't have to cross the entrance to a parking lot.
- Examine whether Wilson Street north of Norton Street can be made into a one-way street, with a sidewalk painted onto what is now the east/south bound lane and then a sidewalk installed west of the narrow spot to the elementary school.
- Rebuild old sidewalks so they are not cracked and broken and have smooth surfaces.
- Build sidewalks on both side of the roadway on as many streets as possible.
- Build new sidewalks so there is a grass buffer between the sidewalk and the roadway.
- Make sure that all sidewalks are kept clear of snow in the winter, especially those near the schools.
- Insure that snow does not block the pedestrian walkway on the bridge over the Poultney River on South Street.

## V. Timeline for Implementing Changes and Identification of Who Will Take the Lead<sup>†</sup>

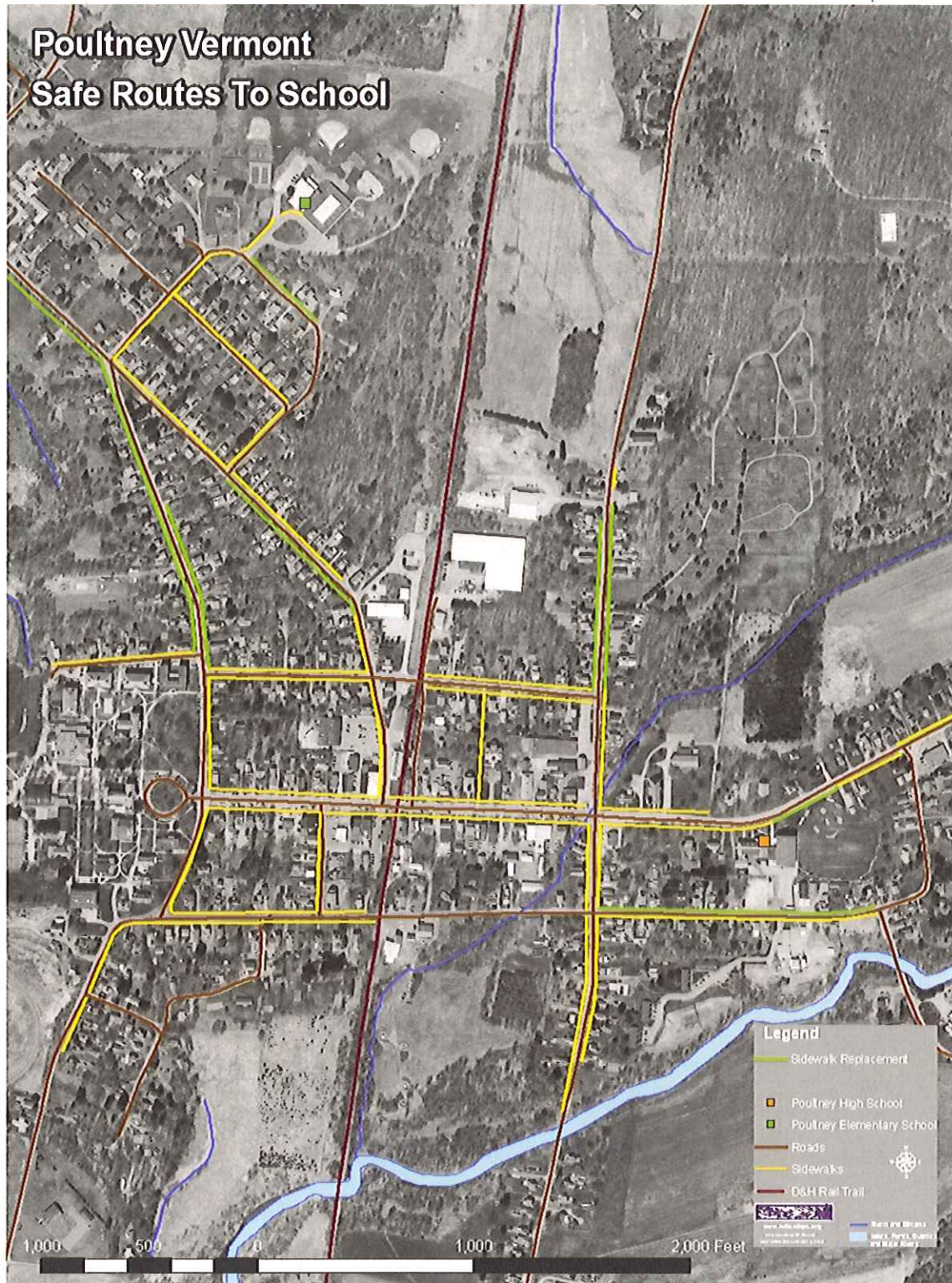
- Paint crosswalks 2 times per year instead of 1 time - Village Highway Department
  - **OR**
- Utilize thermo plastic crosswalks instead of painting at major intersections when new hot mix pavement is applied - 3 years - Village Highway Department
- Replace signage that meets MUCD codes – annually upgrade over 3 years - Village Highway Department
- Install Speed Feedback Signs at 4 locations (Elementary School and Jr. Sr. High School)
- Install flashing beacons at 5 locations - 2 years - Village Highway Department
- Rebuild and replace sidewalks along sections of York Street, College Street, Beaman Street, Furnace Street, and Allen Avenue - 5 years - Village Highway Department (Figure 7, next page)
- Improve drainage at intersection of Allen Avenue and the Elementary School Driveway Entrance by extending the sidewalk and add a storm drain at the curb - 2 years - Town & Village Highway Departments
- Install new sidewalk (none exists) next to the High School parking area located on East Main Street connecting a dangerous gap between the 2 existing sidewalks - 2 years - Village Highway Department & Poultney Town School District

*The timeline for all of these projects is dependant upon future grants and approved Highway budgets.*

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<sup>†</sup> Refer to Figure 2 on page 6 and Figure 7 on the next page.

**Figure 7**  
**Planned Sidewalk Replacement**





# Traffic Count Report

## Poultney Elementary School

### Safe Routes to School Program

Prepared by: Rutland Regional Planning Commission  
Spring 2009

#### DATA COLLECTION PROCESS

Traffic count data was collected from October 15-31, 2008 and June 10-17, 2009 at the Poultney Elementary School. Traffic data was collected by an automatic traffic counter for 24 hours a day over a two week period, part of which included days without school so data from those days were not included. Traffic numbers are aggregated by the hour and record speed, volume, and type of vehicle by individual traffic lane (directional). The purpose of the traffic counts in Fall 2008 was to establish a baseline traffic volume at the beginning of the Safe Routes to School program. The Spring 2009 traffic counts will demonstrate any changes to traffic patterns that occurred after the Safe Routes to School Program was implemented.

#### TRAFFIC COUNT DATA

Counters were placed in the school driveway, east of the school on Allen Avenue and west of the school on Wilson Avenue for the fall 2008 count. In the spring of 2009, counters were placed on Wilson Avenue and Allen Avenue. See the map on page 4.

#### FALL 2008

##### Volume

As expected, the bulk of school traffic was recorded west of the school on Wilson Ave. and, of course, in the school driveway. The driveway and Wilson Ave. usually recorded peak volumes between 7 and 8 am and between 2 and 3 pm. Volume on Allen Ave. peaked slightly later in the morning and afternoon, but was still probably associated with school traffic, as it was significantly reduced when school was not in session.

#### Traffic Volume – Fall 2008

Counter Location	Peak AM Hour*	Peak AM Vol.**	Peak PM Hour*	Peak PM Vol.**	AADT** *
School Driveway	7:00-8:00	168	2:00-3:00	147	963
Wilson Ave.	7:00-8:00	82	2:00-3:00	79	609
Allen Ave.	8:00-9:00	71	3:00- 4:00	50	345

\* The hour of the morning/evening during which the highest volume of vehicles was recorded. The hour recorded is usually the mode peak hour for the week.

\*\* The average number of vehicles counted during the peak hours each day.

\*\*\* Average Annual Daily Traffic, calculated using only days that school was in session; partial days are excluded from the calculation.

## Speed

All counters for this study were located within the school zone, where the speed limit is 25 mph. There are sidewalks on the one side of Allen Street and on one side of Wilson Avenue.

The average speed on Allen Ave. and Wilson Ave. was approximately 20 mph at each location. A key speed statistic is the 85<sup>th</sup> percentile, or the speed below which 85% of the vehicles were traveling. On Wilson Ave west of the school, the 85<sup>th</sup> percentile speed was 25 mph, which is legal, but fast given the road geometrics – a sharp curve located just beyond the counter. In addition to this issue, the Wilson Ave. sidewalk is on the opposite side of the street from the school, requiring children to cross the busy street in the mornings. The school does provide a crossing guard near the school driveway to assist students.

### Traffic Speed- Fall 2008

Counter Location	Average Speed (mph)	85th Percentile Speed (mph)
School Driveway	9	15
Wilson Ave- west of School Driveway	19	25
Allen St.- east of School Driveway	21	28

### Class of Vehicle

The most frequent vehicle class recorded both east and west of the school was cars, followed by pick-up trucks and/or vans, and then either 2 axle, 6 tire vehicles (east of the school on Allen Ave.) and buses on Wilson Ave. This vehicle classification data is fairly standard and does not indicate any special hazards for children walking to school. The table below displays data for all vehicles classes (see Appendix A).

### Vehicle Class by Percentage – Fall 2008

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Description	Motor-Cycles	Cars & Trailers	2 Axle Long (pick-ups)	Buses	2 Axle 6 tire	3 Axle Single	4 Axle Single	< 5 Axle Double	5 Axle Double	> 6 Axle Double	< 6 Axle Multi	6 Axle Multi	> 6 Axle Multi	No Class
Wilson Ave.	1.9	61.9	25.8	2.3	1.4	0.4	0.0	0.1	0.0	0.0	0.0	0.0	0.0	6.2
Allen Ave.	0.9	68.8	22.4	0.8	1.6	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	5.2

## SPRING 2009

### Volume

The Spring 2009 traffic volume data displayed below includes a trend arrow to indicate whether the volume recorded was higher or lower than the Fall 2008 data. Differences were notable primarily in the AM yet PM peak traffic volumes appear to be relatively consistent with the Fall 2008 data, although the peak times are less consistent, especially during the afternoon hours. This inconsistency could be due to the number of after-school events scheduled for the spring – the relatively higher AADT on both Wilson Ave. and Allen Ave. could be accounted for by large after-school events.

### Traffic Volume

Counter Location	Peak AM Hour*	Peak AM Vol.**	Peak PM Hour*	Peak PM Vol.**	AADT*** Fall 2008	AADT-Spring 2009***
Wilson Ave	7:00-8:00	60↓	Inconsistent	86↑	609	797↑
Allen Ave	8:00-9:00	42↓	Inconsistent	50=	345	396↑

\* The hour of the morning/evening during which the highest volume of vehicles was recorded. The hour recorded is usually the mode peak hour for the week.

\*\* The average number of vehicles counted during the peak hours each day.

\*\*\* Average Annual Daily Traffic, calculated using only days that school was in session; partial days are excluded from the calculation.

### Speed

Vehicle speed, which was measured at the Wilson Ave. and Allen Ave. sites, is very consistent with the Fall 2008 data. Speeding is still a problem: on Allen Ave., one-fifth of vehicles drove above the speed limit. While this portion was lower on Wilson Ave., Wilson Ave. has a sharp curve between the counter location and school, making a speed of 25 mph less-pedestrian friendly.

Counter Location	Average Speed-Fall 2008(mph)	Average Speed-Spring 2009(mph)	85th Percentile Speed Spring 2009(mph)	Percent of Vehicles over Limit-Spring 2009
Wilson Ave	19	20	25	9.4
Allen Ave.	21 24	21	27	20.5

## Class of Vehicles

There was no significant change in the vehicle class make-up of traffic near the school.

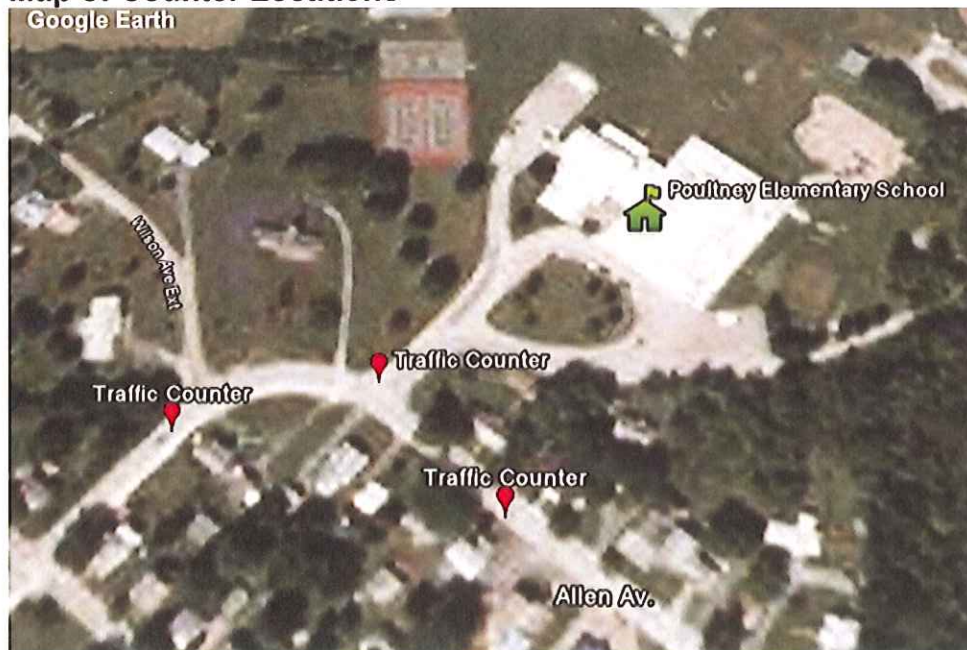
## Vehicle Class by Percentage- Spring 2009

Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Description	Motor-Cycles	Cars & Trailers	2 Axle Long (pick-ups)	Buses	2 Axle 6 tire	3 Axle Single	4 Axle Single	< 5 Axle Double	5 Axle Double	> 6 Axle Double	< 6 Axle Multi	6 Axle Multi	> 6 Axle Multi	No Class
Allen Ave	1.6	66.1	22.9	0.9	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.3
Wilson Ave	0.7	64.6	28.1	2.4	1.5	0.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	2.3

## CONCLUSIONS

Although the volume counts indicate only a reduction in volume in the am, this should not be seen as a definitive statement on the effectiveness of the Safe Routes to School Program. Traffic data should be used in conjunction with school surveys and direction observation of student travel patterns. Speed and vehicle class data were also consistent and do not indicate a large change in vehicle patterns around the school.

## Map of Counter Locations



## APPENDIX A

### Vehicle Classes and Definitions – Federal Highway Administration

**Motorcycles [Bikes]** -- All two or three-wheeled motorized vehicles. Typical vehicles in this category have saddle type seats and are steered by handlebars rather than steering wheels. This category includes motorcycles, motor scooters, mopeds, motor-powered bicycles, and three-wheel motorcycles.

**Passenger Cars [Cars & Trailer]** -- All sedans, coupes, and station wagons manufactured primarily for the purpose of carrying passengers and including those passenger cars pulling recreational or other light trailers.

**Other Two-Axle, Four-Tire Single Unit Vehicles [2 Axle Long]** -- All two-axle, four-tire, vehicles, other than passenger cars. Included in this classification are pickups, panels, vans, and other vehicles such as campers, motor homes, ambulances, hearses, carryalls, and minibuses. Other two-axle, four-tire single-unit vehicles pulling recreational or other light trailers are included in this classification. *Because automatic vehicle classifiers have difficulty distinguishing class 3 from class 2, these two classes may be combined into class 2.*

**Buses** -- All vehicles manufactured as traditional passenger-carrying buses with two axles and six tires or three or more axles. This category includes only traditional buses (including school buses) functioning as passenger-carrying vehicles. Modified buses should be considered to be a truck and should be appropriately classified.

**NOTE:** In reporting information on trucks the following criteria should be used:

1. Truck tractor units traveling without a trailer will be considered single-unit trucks.
2. A truck tractor unit pulling other such units in a "saddle mount" configuration will be considered one single-unit truck and will be defined only by the axles on the pulling unit.
3. Vehicles are defined by the number of axles in contact with the road. Therefore, "floating" axles are counted only when in the down position.
4. The term "trailer" includes both semi- and full trailers.

**Two-Axle, Six-Tire, Single-Unit Trucks** -- All vehicles on a single frame including trucks, camping and recreational vehicles, motor homes, etc., with two axles and dual rear wheels.

**Three-Axle Single-Unit Trucks** -- All vehicles on a single frame including trucks, camping and recreational vehicles, motor homes, etc., with three axles.

**Four or More Axle Single-Unit Trucks** -- All trucks on a single frame with four or more axles.

**Four or Fewer Axle Single-Trailer Trucks** -- All vehicles with four or fewer axles consisting of two units, one of which is a tractor or straight truck power unit.

**Five-Axle Single-Trailer Trucks** -- All five-axle vehicles consisting of two units, one of which is a tractor or straight truck power unit.

**Six or More Axle Single-Trailer Trucks** -- All vehicles with six or more axles consisting of two units, one of which is a tractor or straight truck power unit.

**Five or fewer Axle Multi-Trailer Trucks** -- All vehicles with five or fewer axles consisting of three or more units, one of which is a tractor or straight truck power unit.

**Six-Axle Multi-Trailer Trucks** -- All six-axle vehicles consisting of three or more units, one of which is a tractor or straight truck power unit.

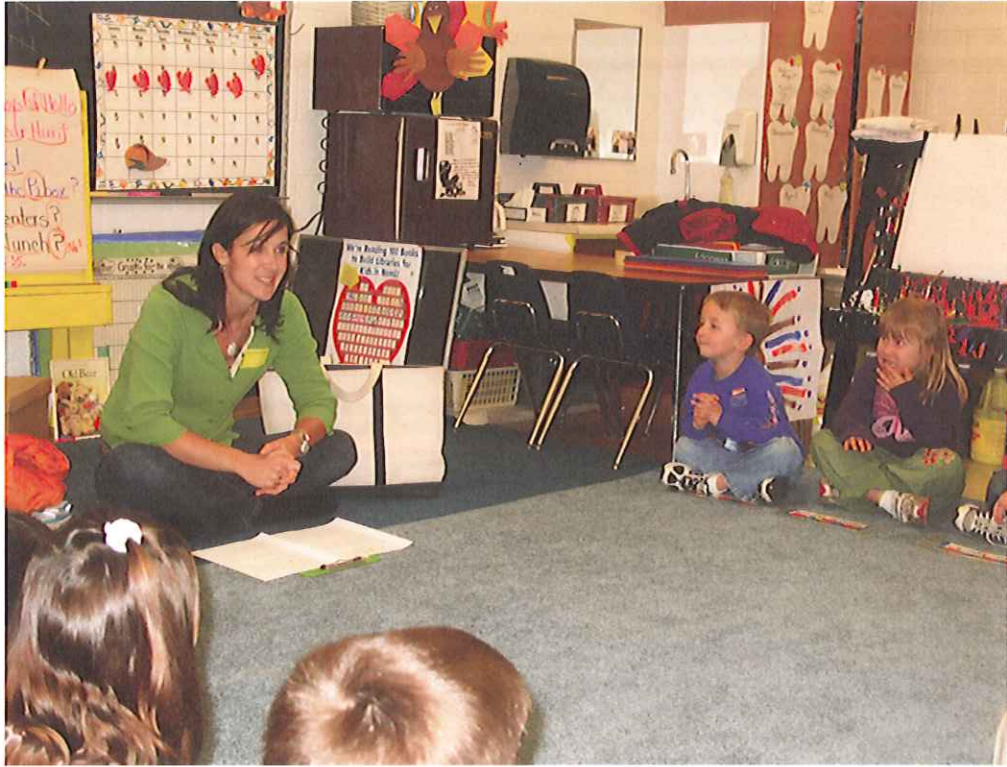
**Seven or More Axle Multi-Trailer Trucks** -- All vehicles with seven or more axles consisting of three or more units, one of which is a tractor or straight truck power unit.

Source: <http://www.fhwa.dot.gov/policy/ohpi/vehclass.htm>

**Poultney Elementary School:**

**Walking & Biking  
Programs**

SR2S Photos



WalkSmart, Jenny Nixon Carter of RAPAC



BikeSmart, Nixon Carter of RAPAC





Walking Wednesday #1



Walking Wednesday #3



Bike Rodeo Helmet Fitting



Bike Rodeo, Intersection Skills



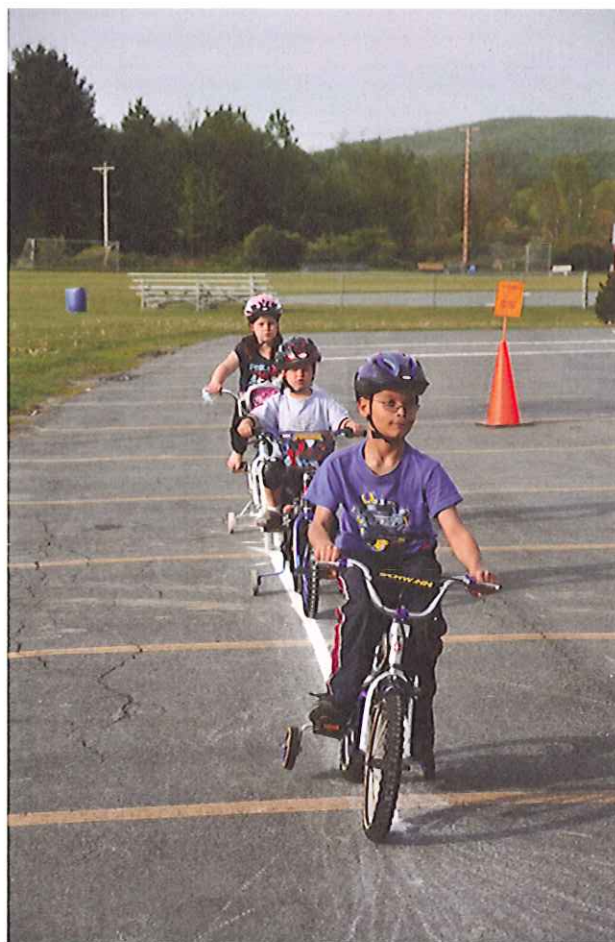
Bike Rodeo, Hand Signals



Bike Rodeo Bike Maintenance



Bike Rodeo, Straight Line Skills



Bike Rodeo, Riding the Line



Group Bike Ride on the D&H Trail